CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

COURSE NUMBER: CAS SO 455

COURSE TITLE: Topics in Social Issues

INSTRUCTOR(S): Max Greenberg/Sociology faculty

TO BE FIRST OFFERED: Sem./Year: _SPRG_ / _2017_

SHORT TITLE: The "short title" appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Topics seminar that takes in-depth look at a social issue. May be repeated for credit as topics change. Topic for Spring 2017: Gender and Sport. Examines sport as a social institution in which gender is constructed, reproduced and contested.

PREREQUISITES: Indicate "None" or list all elements of the prerequisites, clearly indicating "AND" or "OR" where appropriate. Here are three examples: "Junior standing or CAS ZN300 or consent of instructor"; "CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor"; "For SED students only."

1. State the prerequisites:
   Junior standing and at least two prior Sociology courses; or consent of the instructor.

2. Explain the need for these prerequisites:
   Undergraduate students who do not have an advanced foundation in sociology will not succeed in this level SO course.

CREDITS: (check one)
☐ Half course: 2 credits  ☐ Variable: Please describe.
× Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course will meet for 2 hours and 45 minutes each week and the course material will require over 12 hours a week of effort for students to succeed.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

× No.
☐ Yes. If yes, please indicate which division ______________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  × Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course is a seminar intended to service upper-level students and sociology majors who are interested in special topics of contemporary interest that engage with multiple subfields in sociology. The specific topic to be covered will depend on faculty expertise and student interest.
ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

We anticipate 15 undergraduates

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

This course will not be cross listed.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   □ No.
   □ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

The Spring 2017 Special Topic is Gender and Sport; cognate comment from WGSP attached.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No additional facilities or equipment will be needed for the course.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This course will be taught by Max Greenberg and sociology faculty on a rotating basis and will be added to our catalog of regularly taught classes.
BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No new budgetary costs are required.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Hannah Walters, Undergraduate Program Coordinator

DEPARTMENT CONTACT EMAIL AND PHONE: HWALTERS@BU.EDU

DEPARTMENT APPROVAL: 

\[Signature\]  
Department Chair  

\[Signature\]  
Date  

9-6-16

Other Department Chair(s) (for cross-listed courses)  

\[Signature\]  
Date
Cognate Comment Request

TO: Name: Carrie Preston
Department: Women's, Gender, & Sexuality Studies

FROM: Name: Hannah Walters
Department: Sociology
Telephone: 617-353-2597 E-mail hwalters@bu.edu

Course Number: CAS SO 455
Course or Program Title: Topics in Social Issues: Gender and Sport

Our Department/Program would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by ____________ so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the address above. Thank you.

Comments: This course will be an excellent complement to courses in gender and sexuality, performance, media, and other topics in our department. I will be happy to approve it for minor credit in WGS. I have no concerns or objections and look forward to encouraging our students to take Greenburg’s class.

Please explain fully any objections.

Signature: Carrie J. Preston (submitted directly via email) Date: 9.9.16
Title: Associate Professor, Director of WGS
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date:____________________
☐ Tabled  Date:____________________
☐ Not Approved  Date:____________________

Divisional Studies Credit:
☐ Endorsed

☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ______________________

________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ______________________

☐ Approved  ☐ Not Approved

________________________________________
Curriculum Administrator Signature and Date

Comments:
Topics in Social Issues: Gender & Sport – SO 455
Spring 2017 – Wednesday 2:30PM-5:15PM
Classroom: SO 241

Professor: Max A. Greenberg
Email: Maxgreen@bu.edu
Office Hrs:
Office Location: Dept of Sociology, 96-100 Cummmington Street, Room 277

This year’s topics in social issues seminar explores sport as a social institution within which gender is constructed, reproduced and contested. In doing so, the course draws on sociological theories of inequality, organizations, culture and education as it explores issues of embodiment, media, social policy, violence and more in youth, amateur, collegiate and professional athletics. This course is for students with students with junior or senior standing and at least two prior sociology courses; consent of the instructor is required for other students who wish to take the course.

Course Objectives

- This course will introduce students to significant theoretical and empirical research within the study of gender and sport.
- Students will learn both the history and the contemporary realities of gender and sport in the United State and around the world.
- This course will focus on the ways gender intersects with race, class, and sexuality within sport.
- Students will learn about and discuss contemporary issues in sport through a gender lens.
- This course will expose the workings of the institutions that shape our gendered lives both on and off the field of play.
- In addition, this class will draw on examples from film, music, and social media to provide students with a well-rounded and contextual understanding of how gender and sport relate.

Required Reading

- All other readings will be made available on Blackboard

Course books are available for purchase at the BU Barnes & Noble and at online retailers. All books are also on reserve at Mugar Library. Academic articles will be posted on Blackboard.

Students are expected to attend all class sessions and complete the readings for the week before class on Wednesday. I have chosen readings that are engaging and, at times, provocative. I do not expect you to agree with everything you read, but rather to develop the
skills to sociologically analyze the readings. Some of the readings for the class are difficult so you should not underestimate the amount of time necessary to finish your assignments. If the reading pace proves too rigorous for you, you should drop the course and take it during a semester that will allow you the time and focus required.

EVALUATION

- **Writing Assignments (40%)**: Forty percent of the grade will be based on four assignments, each worth ten percent of the total course grade. These 4-page papers will challenge you to investigate everyday life using what you have learned about gender and sport. Unless otherwise noted, assignments must be turned in through Blackboard SafeAssign by 7:00pm on the due date. Papers turned in after the deadline will be considered late and docked one full letter grade. Late papers will be docked another letter grade for every 24 hours they are late.

- **Current Event (10%)**: Select a key incident or current debate in the world of sport. Briefly explain the incident or debate, citing sources. Draw on at least three theories or concepts related to gender, and use these to provide insight into the incident or debate. Express a position or opinion. Potential topics might include: end zone celebrations, the use of Native/indigenous representations as mascots, media coverage of Olympic athletes, etc.

- **Intersectional Autobiography (10%)**: Reflect on your own experiences in sports, athletics and other physical pursuits with particular attention to the ways that gender, sexuality, race/ethnicity and class shaped your experiences and options. Connect your experiences to at least three theories or concepts presented in class or in the readings. During this discussion, be sure to clearly explain the theory and define all key terms.

- **Qualitative Research (10%)**: For this assignment, you will either a) conduct two sessions of at least 30 minutes of participant observation research on gender and sport in contexts of your choice, or b) conduct two 30 minute interviews about gender and sports on a theme of your choice. In your essay, discuss three patterns or noteworthy findings and analyze them using concepts and theories from the course.

- **Media Analysis (10%)**: Document three pieces of media content that relate to gender and sport, such as advertising on facebook or television, ESPN coverage of sporting events, sports movies, or stories in the campus paper. Describe and analyze the media content, connecting to at least three ideas or concepts from the course.

- **Final Paper (20%)**: During finals week, you will submit a 10-page paper that builds on the qualitative research assignment and engages with concepts, theories, and research from the readings and coursework in depth.

- **Group Presentation (20%)**: Each week, small groups will lead discussion in relation to the readings as well as plan exercises that extend class topics to outside examples, such as current events or personal experiences. For example, you might have students design a radical Nike campaign, re-write sports commentary without gender, or debate a hot topic in the style of the television show Pardon The Interruption. You are encouraged to think creatively, challenge the reading, and pull in outside sources. Groups are encouraged to contact me before their presentation.

- **Participation (20%)**: Simply put: do the reading on time, show up and contribute. Your participation should be grounded in the week’s readings and utilize a sociological perspective.
**Grade Policies:** Grading is determined on a +/- scale. I do not curve individual exams or final grades. The grade you receive in this class is the grade you earn. If you are concerned about your grade, meet with me immediately.

**Semester Grade Criteria:**
- 94.00-100.00 = A (BU does not allow A+ semester grades)
- 90.00-93.99 = A-
- 87.00-89.99 = B+
- 84.00-86.99 = B
- 80.00-83.99 = B-
- 77.00-79.99 = C+
- 74.00-76.99 = C
- 70.00-73.99 = C-
- 67.00-69.99 = D+
  *Note: D+ not allowed*
- 60.00-66.99 = D
- Anything below 60 = F

**CLASS POLICIES:**

**Syllabus:** The syllabus is a contract for the course. You should consult it regularly. Before asking about assignments, grade policies, and due dates, please check the syllabus to be sure the answer is not included there already. Please note that I reserve the right to alter the syllabus during the quarter if necessary. I will provide notice of any changes in this course through Blackboard, which links to your university provided email account, so please keep your email information up-to-date. You are responsible for keeping up with any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages account.

**Class Environment:** This course will use a discussion format. To ensure a respectful class discussion, please follow these basic guidelines: Do not talk out of turn, interrupt others who are speaking, read or work on other assignments during class, or talk to/chat/text the person next to you (or anyone else!) while others are speaking. Please turn off or silence cell phones while in class – absolutely no texting in class. Repeated disruptions of classroom environment will result in a decreased class participation grade. Additionally, you will be prohibited from using the device in class, even for course-related reasons, for the rest of the term. In addition, students should arrive on time; if you will arrive more than 10 minutes late, do not come to class or you will be asked to leave.

**Missed Assignments:** I will only allow make-up assignments with a pre-approved, university-excused reason or with a documented medical emergency or death of friends/family. Assignments are considered late if they have not been turned in online by the due date and time. Assignments turned in after the due date/time will be docked one letter grade (i.e. An "A" paper will only be eligible for a "B" grade); 24 hours later, another letter grade, and so on.

Student athletes must provide the instructor with a game schedule for the semester, signed by the coach, to be eligible for an excused absence.

If there is a religious holy day that will require your absence, please notify me no later than the first two weeks of class so that we can make arrangements for your absence.

**Academic Accommodations:** Students needing academic accommodations are encouraged to contact the Office for Disability Services (353-3658). If you require special accommodations,
please notify me within the first two weeks of class so that accommodations can be arranged in a timely manner.

**Academic Integrity:** Students are expected to act with honesty and integrity in all academic pursuits.

Undergraduate students are expected to familiarize themselves with the University Undergraduate Conduct Code: [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/academic-conduct-code/).

Graduate students should familiarize themselves with the University Graduate Conduct Code: [http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/](http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/)

Academic misconduct is the misrepresentation of one’s academic achievement and includes cheating on examinations, falsely indicating your own or another’s attendance in class, and plagiarizing written work. All cases that violate the rules set by Boston University on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. Academic misconduct is the misrepresentation of one’s academic achievement and includes cheating on examinations, falsely indicating your own or another’s attendance in class, and plagiarizing written work. All cases that violate the rules set by Boston University on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. If you have any questions or concerns about avoiding plagiarism in your papers and written work, please do not hesitate to consult with me. Most course papers will be turned in through SafeAssign, an online plagiarism detection service.

**Office Hours:** I maintain weekly office hours to meet with you and address any questions you may have about the class. I strongly encourage you to take advantage of office hours. If you cannot meet during the scheduled office hours, you may schedule an appointment. If you schedule an appointment, you are expected to keep it.

**CLASS SCHEDULE:**

Week 1: January 25: Kick-Off

**CONTESTED BODIES**

Week 2: February 1: Highlight Reel: Histories of Gender and Sport
- Schultz: Introduction: The Politics of the Ponytail
- Schultz: Chapter 1: What Shall We Wear for Tennis?
- Schultz: Chapter 2: Commercial Tampons and the Sportswoman, 1936-52
- Schultz: Chapter 3: Rules, Rulers, and the “Right Kind” of Competition
- Zirin: Chapter 10: C.R.E.A.M., from *People’s History of Sports in the United States*

Week 3: February 8: Dueling Dualisms: Sex, Biology and Difference
- Lorber, “Night to His Day’: The Social Construction of Gender” and “Believing is Seeing: Biology as Ideology” from *Paradoxes or Gender*
- Fausto-Sterling, “Dueling Dualisms” from *Sexing the Body*
• Messner & Musto: Chapter 3: Girls and the Racialization of Female Bodies in Sport Contexts, Cheryl Cooky and Lauren Rauscher
• Schultz: Chapter 4: Women’s Sport and Questionable Sex
• Schultz: Chapter 5: From “Women in Sports” to the “New Ideal of Beauty”

Week 4: February 15: Giving 110%: Health, Bodies and Technology
• Schultz: Chapter 6: A Cultural History of the Sports Bra
• Messner & Musto: Chapter 4: Sport and the Childhood Obesity Epidemic, Toben F. Nelson
• Hoberman: Chapter 5: Hormone Therapy for Athletes: Doping as Social Transgression, from Testosterone Dreams
• Due 2/19: Current Event assignment

MORE THAN A GAME

Week 5: February 22: It’s All for the Kids: Coaches and Rules
• Messner & Musto: Introduction: Kids and Sport, Michael A. Messner and Michela Musto
• Messner & Musto: Chapter 6: Athletes in the Pool, Girls and Boys on Deck: The Contextual Construction of Gender in Coed Youth Swimming, Michela Musto
• Messner, Barbie Girls vs. Sea Monsters
• Messner & Musto: Chapter 7: The Voices of Boys on Sport, Health, and Physical Activity: The Beginning of Life Through a Gendered Lens, Murray J. N. Drummond
• Messner & Musto: Chapter 8: “We Have a Right to the Gym”: Physical Activity Experiences of East African Immigrant Girls, Chelsey M. Thul, Nicole M. LaVoi, Torrie F. Hazelwood, and Fatimah Hussein

Week 6: March 1: Friday Night Lights: Youth Sports in Community Context
• Grasmuck: Chapter 5: The Bench and Boys Culture, from *Protecting Home*
• Gaunt: Chapter 7: Let A Women Jump: Dancing with the Double Dutch Divas, from *The Games Black Girls Play: Learning the Ropes from Double-Dutch to Hip-Hop*
• Messner & Musto: Chapter 1: Surveying Youth Sports in America: What We Know and What It Means for Public Policy, Don Sabo and Philip Veliz
• Messner & Musto: Chapter 2: Kids of Color in the American Sporting Landscape: Limited, Concentrated, and Controlled, Douglas Hartmann and Alex Manning
• Messner & Musto: Chapter 11, Park “Rats” to Park “Daddies”: Community Heads Creating Future Mentors, A. James McKeever
• Messner & Musto: Afterword: Kids, Sport Research, and Sport Policy William A. Corsaro
• Geertz, Deep Play: Notes on the Balinese Cockfight (excerpt)

Spring Break

Week 7: March 15: In The Locker Room: Queering Sport
• Messner & Musto: Chapter 10: Examining Boys, Bodies, and PE Locker Room Spaces: “I Don't Ever Set Foot in That Locker Room,” Michael Kehler
• Messner & Musto: Chapter 9: Transgender and Gender Nonconforming Kids and the
Binary Obstacles of Sport Participation in North America, Ann Travers

- *Due 3/19: Qualitative Research assignment*

TEAM COLORS

Week 8: March 22: What is Sport Good for? Questions of Education and Participation

- Trimbur, Preface
- Trimbur, Chapter 1: Survival in a City Transformed: The Urban Boxing Gym in Postindustrial New York
- Trimbur, Chapter 2: Work without Wages
- Woodbine: Introduction, from *Black Gods of the Asphalt*
- Hartmann: Introduction: At the Intersection of Sports, Race, and Risk, from *Midnight Basketball*

Week 9: March 29: Work, Class and Gender

- Trimbur, Chapter 3: Tough Love and Intimacy in a Community of Men
- Trimbur, Chapter 4: Passing Time: The Expressive Culture of Everyday Gym Life
- Smith: Chapter 4: "In Real Life I’m a Total Homophobe": Wrestlers Managing the Male Gaze, from Fighting for Recognition
- Thangaraj: Chapter 1: Everyday Play: The Formation of Desi Pickup Basketball, from Desi Hoop Dreams

Week 10: April 5: Aggression and Criminality

- Trimbur, Chapter 5: The Changing Politics of Gender
- Messner: Triad of Men’s Violence in Sport
- Leonard: Chapter 5: The Palace Brawl and the Colorblind Fantasy, from After Artest
- Zirin: How Jock Culture Supports Rape Culture, From Maryville to Steubenville.
- *Due 4/9: Intersectional Autobiography assignment*

THE BIG SHOW

Week 11: April 12: The Revolution Will Not Be Televised: Representations

- Heywood and Dworkin: Chapter 4: Bodies, Babes, and the WNBA, from *Built to Win*
- Dworkin and Wachs: Chapter 3: Size Matters: Male Body Panic and the Third Wave “Crisis of Masculinity” from *Body Panic: Gender, Health, and the Selling of Fitness*
April 19 – NO CLASS, Monday Schedule

Week 12: April 26: Show me the Money: Sport as Industry
- Trimbur, Chapter 6: Buying and Selling Blackness: White-Collar Boxing and the Cultural Capital of Racial Difference
- Trimbur, Epilogue
- Messner & Musto: Chapter 5: The Children Are Our Future: The NFL, Corporate Social Responsibility, and the Production of “Avid Fans,” Jeffrey Montez de Oca, Brandon Meyer, and Jeffrey Scholes
- Due 4/30: Media Analysis assignment

Week 13: May 3: What’s My Name, Fool?: Politics and Movements
- Zirin: Chapter 8: Taking Care of T.C.B.: Sports, Sexism, and Gay Bashing, from What’s My Name, Fool?: Sports and Resistance in the United States
- Hartmann: Chapter 3: Of Civil Rights, Culture Fights, and Abstract Ideals, from Race, Culture, and the Revolt of the Black Athlete

Final Paper due - May 10